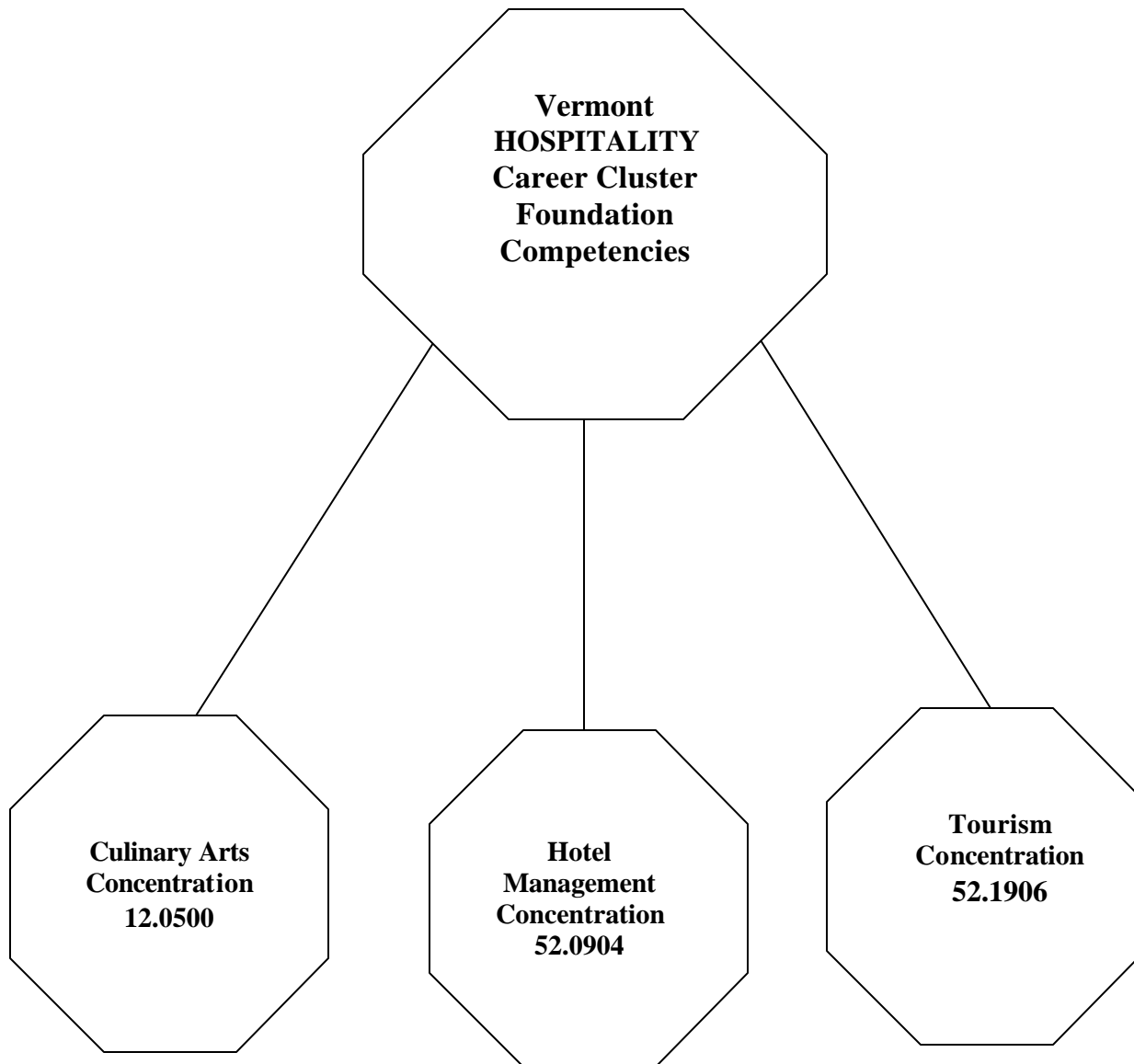


CULINARY ARTS, LODGING, TOURISM
Career Cluster: Hospitality
Vermont State Board of Education



Program completion requires proficiency (a rating of 3 or 4) of at least 90% of the Foundation Competencies and the competencies of ONE area

Table of Contents

| | |
|---|-----------|
| Description of Cluster and Programs (certification and industry resources) | 3 |
| Occupational Information and Outlook | 5 |
| <i>Vermont Framework of Standards and Learning Opportunities Standards</i> aligned with Hospitality Cluster Core Competencies | 8 |
| <i>Vermont Framework of Standards and Learning Opportunities Standards</i> aligned with Culinary Arts Concentration Area | 11 |
| <i>Vermont Framework of Standards and Learning Opportunities Standards</i> aligned with Lodging Concentration Area | 13 |
| <i>Vermont Framework of Standards and Learning Opportunities Standards</i> aligned with Tourism Concentration Area | 14 |
| Competency Summary Hospitality Cluster: Culinary Arts, Lodging and Tourism | 15 |
| Hospitality Cluster Core Competencies | 16 |
| Hospitality Cluster Core Competencies Suggested Core Competencies | 17 |
| Culinary Arts Concentration Area Competencies | 19 |
| Culinary Arts Concentration Area Competencies Suggested Competency Elements | 20 |
| Lodging Concentration Area Competencies | 22 |
| Lodging Concentration Area Competencies Suggested Competency Elements | 23 |
| Tourism Concentration Area Competencies | 26 |
| Tourism Concentration Area Competencies Suggested Competency Elements | 27 |

Career Cluster: Hospitality

Concentration Areas:

- Culinary Arts
- Lodging
- Tourism

Program Scope and Content: Students must be proficient at minimum 90% of the core competencies, PLUS the competencies of ONE specialty area. Specialty areas include Culinary Arts, Lodging and Tourism. Technical centers offering full day programs will complete competency lists for all completers, whereas those offering half day programs will complete competency lists for students who have completed two years in the program. The exception to this is the lodging concentration area, which has been divided into first and second year categories.

Foundation Core Competencies - are the areas identified as foundational knowledge for those working within this career cluster. The foundation competencies are prerequisite and career sustaining levels, which provide a fundamental foundation and understanding of principles in making routine business decisions pertaining to the hospitality industry and in career sustaining skills.

This industry based program, taught in Career and Technical Centers, provides students with the opportunity to apply theory based instruction through hands-on experiences such as preparing full menus in a professional kitchen, or making reservations using a computer system. This program provides multiple pathways to post-secondary education and careers within the hospitality industry. More details on instructional methods and strategies (including work-based experiences) follow:

Links with Industry and Industry Certifications

Culinary Arts - The concentration in culinary arts offers certifications that could include the ProStart certificate (<http://www.nraef.org/prostart/>) awarded by the National Restaurant Association (www.restaurant.org), or the “Certified Secondary ACF Program Graduate” certification (http://www.acfcchefs.org/educate/secondary/sec_accred.html) awarded by the American Culinary Federation. (www.acfcchefs.org) Both of the previously named certifications have been approved by the state of Vermont Department of Education.

The ProStart program is a two-year curriculum designed to teach high school students the management skills needed for a career in the restaurant and foodservice industry. Students also have the opportunity to participate in paid internships where industry managers mentor them. When students meet academic standards, complete a checklist of competencies, and participate in at least 400 hours of a mentored work experience, they are awarded the ProStart National Certificate of Achievement that signifies they are well qualified to enter the industry workforce.

Students successfully completing the requirements of the ProStart program are eligible for scholarships from the National Restaurant Association for continued studies in Hospitality at the post-secondary level.

ACF Secondary Accreditation provides programmatic accreditation for secondary culinary programs. ACF secondary accredited schools have met all the standards set by the *ACF Secondary Accrediting Committee* in the areas of curriculum, faculty, resources, support staff and organizational structures. As Certified Secondary Graduates, students are ready to progress to the next stage in their careers, which may include post-secondary training toward a college degree, training in an ACF apprenticeship program, or placement in the foodservice industry. – taken from <http://www.acfcchefs.org/educate/drctacss.html> 8/8/05

As noted above, it is expected that each area of concentration will include industry recognized credentials and work-based experience. These occupational, work-based programs will also include opportunities to earn industry-based certifications. Industry certifications and vendor product certification courses may include the Serv-Safe Certificate (embedded in Restaurant, Food and Beverage concentration) through the National Restaurant Association (<http://www.restaurant.org/careers/servsafe.cfm>). The Serv-Safe education and training materials are recognized and accepted by more federal, state and local jurisdictions than any other food safety program. Information on how to order materials may be obtained through the Vermont Lodging and Restaurant Association (www.vlra.com).

All Restaurant, Food and Beverage programs should provide the opportunity for students to complete this industry recognized examination.

Lodging – A certification approved by the state of Vermont Department of Education includes the Lodging Management Program offered by the American Hotel and Lodging Association. Students who successfully complete Year 1 of the Lodging Management Program (www.lodgingmanagement.org) will receive a certificate from the Educational Institute of the American Hotel and Lodging Association (www.ei-ahla.org) after successfully completing the first year of this program, as well as the Year 1 exam. Students who successfully complete Year 2 of the Lodging Program will receive a certificate from the Educational Institute of the AHLA after successfully completing the second years of this program, as well as the Year 2 exam. Students who are interested in pursuing a career in lodging management after they graduate high school can participate in the AHLA Certified Rooms Division Specialist certification. To qualify for the Certified Rooms Division Specialist (CRDS) designation, graduating seniors must complete and pass the LMP exams for both Year 1 and Year 2, work in the lodging industry for at least 30 days, and obtain the signature of the general manager at the property where they are employed. They must also complete the competencies outlined by the AHLA LMP for Year 1 and Year 2. The competencies are listed in two booklets (Year 1 and Year 2), which must be signed by supervisors as students complete their rotations in the required departments of a lodging property.

Another certification that has been approved by the state of Vermont Department of Education to be offered by a lodging concentrated program is the National Professional Certification in Customer Service[®]. This industry credential is offered by the National Retail Federation (www.nrf.com). Students are required to take and pass an exam given by the National Retail Federation before receiving the customer service certification.

Tourism - Preparation for the TAP Test, or Travel Agency Proficiency Test, is available through the Travel Institute (www.thetravelinstitute.com). The National TAP Test is a basic competency test that measures the entry-level knowledge of travel professionals within all aspects of the travel industry. The test was developed by The Travel Institute and the American Society of Travel Agents (ASTA) to provide a national standard of entry-level proficiency for the travel industry. This certification has been approved by the state of Vermont Department of Education.

Other certification information may be found by accessing the following websites:

www.ei-ahla.org

www.nraef.org

<http://www.rbanet.com/development/certification.htm> Retail Bakers Association

www.thetravelinstitute.com

Suggested mathematics resources:

Math Workbook for Foodservice/Lodging, 3rd Edition by Milton C. McDowell

Hospitality Accounting I and II, Raymond Cate, CPA, CCP, available through the AHLA Educational Institute suggested printed culinary resources:

Culinary Essentials

Food Lover's Companion

Larousse Gastronomique

On Cooking

Professional Cooking

Professional Baking

ProStart

The Art and Science of Culinary Preparation

The Physiology of Taste

Suggested printed lodging resources:

Hotel and Motel Management - Advanstar publications - www.HotelMotel.com

Hotel Business - IDC publications - www.hotelbusiness.com

Lodging Magazine, American Hotel and Lodging Association

American Hotel and Lodging Association Lodging Management Year 1

American Hotel and Lodging Association Lodging Management Year 2

Be My Guest Conrad Hilton

Front Office Operations

No Ordinary Hotel (Ritz Carlton story)

The Disney Way

The Spirit to Serve, JW Marriot

Suggested printed general hospitality resources:

For Hospitality News
www.HospNews.com

Hospitality and Tourism Glencoe Marketing Series
Hospitality Sales

Suggested printed tourism resources:

The Travel and Tourism Student workbook - Delmar - Thomson Learning
Teaching Travel - A handbook for the Educator - Claudine Dervaea -
Solitaire publishing
Travel Perspectives - Delmar Thomson Learning
Geography of Travel and Tourism - Lloyd Hudman, Delmar
Travel Around the World-

www.viasinc.com (Global Distribution System simulation)
www.tia.org Travel Industry Association of America

Occupational Information and Outlook:

Addressing training needs for a leading Vermont industry, the Hospitality and Tourism Career Cluster Program provides training in an area that until now has been lacking in skill standards and therefore experiencing significant turnover due to a lack of employee training. A national effort is presently underway to establish skill standards for this industry that offers opportunities not only for entry level and part-time workers, but also for full-time employees to move upward into management. Career and technical training programs will provide a career ladder approach.

The US Bureau of Labor Statistics predicts that restaurant-industry employment (all workers in foodservice occupations as well as employees at eating-and-drinking places working in other occupations, such as administration or management) will continue to rise dramatically during the first decade of the new millennium. New projections put industry employment at 12.2 people today, and expected to add 1.8 million new jobs between 2005 through 2015. The number of food service and lodging managers is expected to rise 16 percent between 1998 and 2008. The year 2000 surpassed 1999 as the most profitable year in the lodging industry, grossing \$24 billion in pretax profits, nine percent more than in 1999 and double the amount earned in 1996, according to Smith Travel Research. Statistics tell us that typically 28% of lodging customers are transient business travelers, 25.3% are attending a conference/group meeting, 24.6% are on vacation, and 21.8% are traveling for other reasons. While the events of 9/11 have made many question the economic forecast for the Hospitality and Travel industry, in the big picture clearly the Hospitality and Tourism Industry is a crucial part of our economy. An average of \$1.5 billion is generated per day in this industry impacting our economy by directly supporting more than 7.8 million jobs. The Hospitality industry employs one of every seven Americans either directly or indirectly because of people traveling to and within the US. In the US, the tourism industry is currently the third largest retail industry, behind automotive and food stores. Hospitality and Tourism is the nation's largest services export industry, third largest retail sales industry, and one of America's largest employers. In fact, it is the second or third largest employer in 29 states. It is Vermont's largest industry. The tourism industry includes more than 15 interrelated businesses, from lodging establishments, restaurants, travel agents, tour operators, and airlines, to car rental firms.

While hours can be demanding and varied, the management employment opportunities offer competitive wages and opportunities in a variety of settings. Job openings are expected to be plentiful through 2008, according to recent information in the Occupational Outlook Handbook. Hotels and other lodging places provided almost 1.8 million wage and salary jobs in 1998. In addition, there were about 61,000 self-employed workers in the industry, who were found mostly in lodging places other than hotels and motels, such as inns, campgrounds, and destinations spas. Lodging establishments offer opportunities for entrepreneurs interested in owning and operating their own business. Most jobs are in large hotels and motels with over 50 employees. Hotel operations are becoming increasingly complex, with a greater emphasis being placed on specialized training. Therefore, the demand for people with special skills obtained in vocational schools, technical institutes, junior colleges, and colleges, is increasing. Vocational courses and apprenticeship programs in food preparation, catering, and hotel and restaurant management, offered through restaurant association and trade unions, are providing training opportunities. Nearly 200 community and junior colleges offer 2-year degree programs in hotel and restaurant management. Those completing a Lodging Management program or Pro-start Culinary program in career and technical centers are eligible for scholarships to continue post secondary study in the hospitality industry.

Traditionally, many hotels filled first-level manager positions by promoting administrative support and service workers, particularly those with good communication skills, a solid educational background, tact, and loyalty. More recently, college degrees in the liberal arts or other fields are required with companies starting employees in trainee or junior management positions. Bachelor's and master's degree programs in hotel and restaurant management provide the strongest background for a career as a hotel manager. New graduates often go through on-the-job training programs and may advance to a top management position in a large chain operation. In 1998, the average beginning wage for managers in Hospitality and Tourism was well over \$25,000. In the year 2000, the average annual wage for Vermont lodging managers was \$53,850. Nationally, in 1998, the average salary for trained and experienced hotel managers was \$32,000-\$94,000. The national average salary for trained and experienced chefs is \$38,000 to \$72,000. In Vermont, the 2000 annual rate for trained Food Service Managers was \$30,280 and Chefs and Head Cooks in Vermont were earning an average of \$30,730. In 1998, nationally, the average salary for trained and experienced restaurant managers was \$36,000 to \$65,000. Latest statistics, in 1999, show that the US travel- generated payroll increased 7.1% in a one-year time. In 2000, Vermont reservation and transportation ticket agents and travel clerks earned an average rate of \$27,290.

***Latest Vermont Occupational Outlook (2004)** indicates the following wages can be expected:

Experience, sales ability, and the size and location of the agency determine the salary of a travel agent. Median annual earnings of travel agents were \$26,630 in 2002. The middle 50 percent earned between \$20,800 and \$33,580. The lowest 10 percent earned less than \$16,530, while the top 10 percent earned more than \$41,660.

Reservation and Ticketing Agents and Travel Clerks – US average income \$26,140, median \$22,620. Vermont average \$27,290, median \$22,790. The highest wages are found in Burlington and the Northwest at average \$33,243, median \$37,320

3. Median annual earnings of lodging managers were \$33,970 in 2002. The middle 50 percent earned between \$26,110 and \$44,670. The lowest 10 percent earned less than \$20,400, while the highest 10 percent earned more than \$59,420.

4. Median annual earnings of salaried food service managers were \$35,790 in 2002. The middle 50 percent earned between \$27,910 and \$47,120. The lowest 10 percent earned less than \$21,760, and the highest 10 percent earned more than \$67,490. Median annual earnings in the industries employing the largest numbers of food service managers in 2002 were as follows:

| | |
|----------------------------------|----------|
| Special food services | \$40,720 |
| Traveler accommodation | 39,210 |
| Full-service restaurants | 37,280 |
| Nursing care facilities | 33,910 |
| Limited-service eating places | 33,590 |
| Elementary and secondary schools | 31,210 |

The Career and Technical Education Hospitality and Tourism programs provide for well-rounded training in the Hospitality area with broad-based career training opportunities and clear career paths in each of the three concentration areas. Industry representatives tell us of the importance of cross training in the hospitality industry to broaden career horizons and keep trained employees thriving in the business for the long-term. Broad-based training provides the best opportunity for advancement of those choosing Hospitality as a career.

*Bureau of labor statistics, U.S. Department of labor, Occupational Outlook Handbook, 2004-05 Edition. On the web at www.bls.gov

Articulation Agreements: Champlain College, Green Mountain College, Johnson and Wales University, International College of Hospitality, Johnson State College, New England Culinary Institute, Paul Smith College, and the University of Vermont.

Possible Assessments through: Industry specified examinations (American Culinary Federation, National Restaurant Association, American Hotel and Lodging Association, National Retail Federation), career and technical student organizations such as SkillsUSA, Future Business Leaders of America and DECA (international association of marketing students), practical examinations, application of knowledge acquired, scenarios, rubrics, portfolios, school-based enterprise, co-operative and job shadow-learning experiences.

Youth Leadership: The leadership and teamwork competencies may be met through Career and Technical Student Organizations (CTSOs) such as **Skills** USA, FBLA, DECA, and FCCLA co-curricular activities. (www.skillsusa.org, www.fbla.org, www.deca.org, www.fccla.com)

**Standards - Vital Results and Fields of Knowledge (Academics) Addressed within the
Vermont Framework of Standards and Learning Opportunities:**

HOSPITALITY CLUSTER CORE COMPETENCIES

(CIP: 52.1804)

Vermont Framework of Standards Vital Results Addressed: 1.3, 1.4, 1.5, 1.6aa, 1.8h,j, k, 1.10, 1.13, 1.15, 1.17, 1.18, 1.19, 2.1, 2.6, 2.7, 2.8, 2.9, 3.3, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 4.3, 4.5

Communications:

Vermont Standard 1.3: Reading: Reading Comprehension

Students read for meaning, demonstrating both initial understanding and personal response to what is read.

Vermont Standard 1.4: Reading: Reading Range of Text

Students comprehend and respond to a range of media, images, and text.

Vermont Standard 1.5: Writing: Writing Dimensions

Students draft, revise, edit, and critique written products so that final drafts are appropriate in terms of purpose, organization, details, and voice or tone.

Vermont Standard 1.6: Writing: Writing Conventions

Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics.

Vermont Standard 1.8 j, k: Writing: Reports

In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students:

- j. Use a variety of strategies to develop the report; and
- k. Organize text in a framework appropriate to purpose, audience, and content.

Vermont Standard 1.10: Writing: Procedures

In written procedures, students relate a series of steps that a reader can follow.

Vermont Standard 1.13: Listening: Clarification and Restatement

Students listen actively and respond to communications

Vermont Standard 1.15: Expression: Speaking

Students use verbal and nonverbal skills to express themselves effectively.

Vermont Standard 1.17: Expression: Notation and Representation

Students interpret and communicate using mathematical, scientific, and technological notation and representation.

Vermont Standard 1.18: Information Technology/Literacy: Information Technology

Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

Vermont Standard 1.19: Information Technology/Literacy: Research

Students use organizational systems to obtain information from various sources (including libraries and the Internet)

Reasoning and Problem Solving:

Vermont Standard 2.1: Questioning/Problem Solving: Types of Questions

Students ask a variety of questions.

Vermont Standard 2.2: Problem Solving: Problem Solving Process

Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.

Vermont Standard 2.6: Approach: Application

Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.

Vermont Standard 2.7: Approach: Information

Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.

Vermont Standard 2.8: Approach: Taking Risks

Students demonstrate a willingness to take risks in order to learn.

Vermont Standard 2.9: Approach: Persevering

Students persevere in the face of challenges and obstacles.

Personal Development:**Vermont Standard 3.3: Worth and Competence: Respect**

Students demonstrate respect for themselves and others.

Vermont Standard 3.5: Healthy Choices

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Vermont Standard 3.7: Making Decisions: Informed Decisions

Students make informed decisions.

Vermont Standard 3.9: Making Decisions: Sustainability

Students make decisions that demonstrate understanding of natural and human communities, the ecological, economic, political, or social systems within them, and awareness of how their personal and collective actions affect the sustainability of these interrelated systems.

Vermont Standard 3.10: Relationships: Teamwork

Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions.)

Vermont Standard 3.11 Relationships: Interactions

Students interact respectfully with others, including those with whom they have differences.

Vermont Standard 3.12: Relationships: Conflict Resolution

Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Vermont Standard 3.13: Relationships: Roles and Responsibilities

Students analyze their roles and responsibilities in their family, their school, and their community.

Vermont Standard 3.14: Workplace: Dependability and Productivity

Students demonstrate dependability, productivity, and initiative.

Vermont Standard 3.15: Workplace: Career Choices

Students know about various careers.

Vermont Standard 3.16: Workplace: Transition Planning

Students develop a plan for current and continued education and training to meet personal and career goals.

Civic/Social Responsibility:

Vermont Standard 4.3: Human Diversity: Cultural Expression Students demonstrate understanding of the cultural expressions that are characteristic of particular groups.

Vermont Standard 4.5: Change: Continuity and Change

Students understand continuity and change.

Vermont Framework of Standards Fields of Knowledge Addressed: 5.13, 5.14, 5.15, 5.17, 5.18, 6.15, 7.2h; 7.6, 7.7, 7.9bbb, 7.10aa, bbb, 7.17, 7.18, 7.19

Arts, Language:

Vermont Standard 5.13: Responding To Text

Students respond to literary texts and public documents using interpretive, critical, and evaluative processes.

Vermont Standard 5.14: Responding To Media

Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Vermont Standard 5.15: Design and Production

Students design and create media products that successfully communicate.

Vermont Standard 5.17: Dialects

Students respect diversity in dialects.

Vermont Standard 5.18: Structures

Students demonstrate an understanding of the structures of the English language (e.g., sentence, paragraph, text structure)

History and Social Sciences Standards:

Vermont Standard 6.15: Knowledge of Economic Systems

Students use basic principals of economics to interpret local, state, national, and international economic activity.

Social Studies, Science, Math and Technology:

Vermont Standard 7.2h: Inquiry, Experimentation, and Theory: Investigation

Students design and conduct a variety of their own investigations and projects. These should include---This is evidenced by:
Study decision options in business or public planning that involve issues of optimizations, trade of, cost-benefit projects, and risks.

Vermont Standard 7.6gg-hh: Mathematical Understanding: Arithmetic, Number, and Operation Concepts

Students understand arithmetic in computation, and they select and use, in appropriate situations, mental arithmetic, pencil and paper, calculator, and computer. This is evident when students:

gg. Use dimensionless numbers (e.g., factors, proportions, and percents) and numbers with specific unit of measure, including length, time and rate units;

hh. Compare numbers using order relations, differences, ratios, proportions, percents, and proportional change.

Vermont Standard 7.7ddd: Mathematical Understanding: Geometric and Measurement Concepts

Students use geometric and measurement concepts. This is evident when students:

Use quotient measures (e.g., slope, and “per unit” amounts) and product measures (e.g. person-days).

Vermont Standard 7.9 bbb: Mathematical Understanding: Statistics and Probability Concepts

Students use statistics and probability concepts. This is evident when students:

Work with normal distribution in some of its basic uses.

Vermont Standard 7.10aa, bbb, f: Mathematical Problem Solving and Reasoning: Applications

Students use concrete, formal, and informal strategies to solve mathematical problems, apply the process of mathematical modeling, and extend and generalize mathematical concepts. Students apply mathematics as they solve technological problems or work with technological systems.

Vermont Standard 7.17: Design and Technology: Technological Systems

Students apply knowledge and understanding of technological systems to respond to a variety of issues.

Vermont Standard 7.18: Design and Technology: Outputs and Impacts

Students understand that people control the outputs and impacts of our expanding technological activities in the areas of communication, construction, manufacturing, power and transportation, energy sources, health technology, and biotechnology.

Vermont Standard 7.19: Design and Technology: Designing Solutions

Students use technological /engineering processes to design solutions to problems.

CULINARY ARTS CONCENTRATION AREA

(CIP: 200401)

Vermont Framework of Standards Vital Results and Fields of Knowledge Addressed: 1.10, 1.16, 1.22, 2.2, 2.4, 2.13, 5.23, 5.29, 6.6, 7.1, 7.4, 7.6, 7.7, 7.12, 7.14, 7.17, and 7.18

Vermont Standard 1.10: Writing: Procedures

In written procedures, students relate a series of steps that a reader can follow.

Vermont Standard 1.16: Expression: Artistic Dimensions

Students use a variety of forms such as...and visual arts to create projects that are appropriate in terms of skill development, reflection and critique, making connections, and approach to work.

Vermont Standard 1.22: Information Technology and Literacy: Simulation and Modeling

Students employ a variety of techniques to use simulations and to develop models.

Vermont Standard 2.2: Questioning/Problem Solving

Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.

Vermont Standard 2.4: Problem Solving: Improving Effectiveness

Students devise and test ways of improving the effectiveness of a system.

Vermont Standard 2.13: Abstract and Creative Thinking: Product/Service

Students design a product, project, or service to meet an identified need.

Vermont Standard 5.23: Arts, Language, and Literature Standards: Artistic Process: Critique

Students critique their own and others' works in progress, both individually and in groups, to improve upon intent.

Vermont Standard 5.29: Arts, Language, and Literature Standards: Elements, Forms, and Techniques in the Arts

Students use the elements and principles of two-and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing, and critiquing.

Vermont Standard 6.6: History and Social Sciences: History: Being a Historian

Students use historical methodology to make interpretations concerning history, change, and continuity.

Vermont Standard 7.1: Science, Mathematics, and Technology: Inquiry, Experimentation, and Theory: Scientific Method

Students use scientific methods to describe, investigate, explain phenomena, and raise questions.

Vermont Standard 7.4: Science, Mathematics, and Technology: Identity and Interdependence: History of Science, Mathematics, and Technology

Students understand the history of science, mathematics, and technology.

Vermont Standard 7.6gg-hh: Science, Mathematics, and Technology: Mathematical Understanding: Arithmetic, Number, and Operation Concepts

Students understand arithmetic in computation, and they select and use, in appropriate situations, mental arithmetic, pencil and paper, calculator, and computer. This is evident when students:

gg. Use dimensionless numbers (e.g., factors, proportions, and percents) and numbers with specific unit of measure, including length, time and rate units;

hh. Compare numbers using order relations, differences, ratios, proportions, percents, and proportional change.

Vermont Standard 7.7ddd: Science, Mathematics, and Technology: Mathematical Understanding: Geometric and Measurement Concepts

Students use geometric and measurement concepts. This is evident when students:

Use quotient measures (e.g., slope, and "per unit" amounts) and product measures (e.g. person-days).

Vermont Standard 7.12: Science, Mathematics, and Technology: Systems: Space, Time, Matter

Students understand forces and motion, the properties and composition of matter, and energy sources and transformations.

Vermont Standard 7.14 cc, ccc: Science, Mathematics, and Technology: The Living World: The Human Body

Students demonstrate understanding of the human body-heredity, body systems, and individual development-and understand the impact of the environment on the human body. This is evident when students:

- cc. Provide examples of how the health of human beings is affected by their genetic makeup and environmental factors (e.g., exposure to microbes, pollution)
- ccc. Analyze and describe how the health of human beings is affected by diseases passed through DNA, environmental factors, and activities that deliberately or inadvertently alter the equilibrium in ecosystems.

Vermont Standard 7.17: Science, Mathematics, and Technology: Design and Technology: Technological Systems

Students apply knowledge and understanding of technological systems to respond to a variety of issues.

Vermont Standard 7.18: Science, Mathematics, and Technology: Design and Technology: Outputs and Impacts

Students understand that people control the outputs and impacts of our expanding technological activities in the areas of communication, construction, manufacturing, power and transportation, energy sources, health technology, and biotechnology.

LODGING CONCENTRATION AREA

Vermont Framework of Standards Vital Results and Fields of Knowledge Addressed: 1.20, 1.21, 2.10, 2.14, 6.5, 6.6, 7.6, 7.7, and 7.10
(CIP: 52.0904)

Vermont Standard 1.20: Communication: Information Technology: Communication Data

Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.

Vermont Standard 1.21: Communication: Information Technology: Selection

Students select appropriate technologies and applications to solve problems and to communicate with an audience.

Vermont Standard 2.10: Reasoning and Problem Solving: Abstract and Creative Thinking: Fluency

Students generate several ideas using a variety of approaches.

Vermont Standard 2.13: Reasoning and Problem Solving: Abstract and Creative Thinking: Product/Service

Students design a product, project, or service to meet an identified need.

Vermont Standard 2.14 Reasoning and Problem Solving: Abstract and Creative Thinking: Planning/Organization

Students plan and organize an activity.

Vermont Standard 6.5: History and Social Sciences: History: Traditional and Social Histories

Students investigate both the traditional and the social histories of the people, places, and cultures under study, including those of indigenous peoples.

Vermont Standard 6.6: History and Social Sciences: History: Being a Historian

Students use historical methodology to make interpretations concerning history, change, and continuity.

Vermont Standard 7.6gg-hh: Science, Mathematics, and Technology: Mathematical Understanding: Arithmetic, Number, and Operation Concepts

Students understand arithmetic in computation, and they select and use, in appropriate situations, mental arithmetic, pencil and paper, calculator, and computer. This is evident when students:

gg. Use dimensionless numbers (e.g., factors, proportions, and percents) and numbers with specific unit of measure, including length, time and rate units;

hh. Compare numbers using order relations, differences, ratios, proportions, percents, and proportional change.

Vermont Standard 7.7ddd: Science, Mathematics, and Technology: Mathematical Understanding: Geometric and Measurement Concepts

Students use geometric and measurement concepts. This is evident when students:

Use quotient measures (e.g., slope, and “per unit” amounts) and product measures (e.g. person-days).

Vermont Standard 7.10aa, bbb: Mathematical Problem Solving and Reasoning: Applications

Students use concrete, formal, and informal strategies to solve mathematical problems, apply the process of mathematical modeling, and extend and generalize mathematical concepts. Students apply mathematics as they solve technological problems or work with technological systems.

TOURISM CONCENTRATION AREA

Vermont Framework of Standards Vital Results and Fields of Knowledge Addressed: 1.20, 1.21, 2.10, 2.14, 5.2, 5.3, 6.5, 6.6, 6.7, 6.13, and 7.12

(CIP: 08.0901)

Vermont Standard 1.20: Communication: Information Technology: Communication Data

Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.

Vermont Standard 1.21: Communication: Information Technology: Selection

Students select appropriate technologies and applications to solve problems and to communicate with an audience.

Vermont Standard 2.14 Reasoning and Problem Solving: Abstract and Creative Thinking: Planning/Organization

Students plan and organize an activity.

Vermont Standard 5.2 Arts, Language and Literature Standards: Critical Response: Times and Cultures

Students demonstrate how literature, philosophy, and works in the arts influence and reflect their time and their local regional culture.

Vermont Standard 5.3 Arts, Language and Literature Standards: Critical Response: Universal Themes

Students discover universal themes by comparing a broad range of cultural expressions from various times and places.

Vermont Standard 6.5: History and Social Sciences: History: Traditional and Social Histories

Students investigate both the traditional and the social histories of the people, places, and cultures under study, including those of indigenous peoples.

Vermont Standard 6.6: History and Social Sciences: History: Being a Historian

Students use historical methodology to make interpretations concerning history, change, and continuity.

Vermont Standard 6.7: History and Social Sciences: Geography: Geographical Knowledge

Students use geographical knowledge and images of various places to understand the present, communicate historical interpretations, develop solutions for the problems, and plan for the future.

Vermont Standard 6.13: History and Social Sciences: Diversity and Unity: Concepts and Culture

Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide.

Vermont Standard 7.12: Science, Mathematics, and Technology: Systems: Space, Time, Matter

Students understand forces and motion, the properties and composition of matter, and energy sources and transformations.

Embedded Credit: Math for Culinary Arts, Social Studies for Lodging Management or Tourism

Articulation Agreements: Champlain College, New England Culinary Institute, Johnson State College, University of Vermont, Green Mountain College, Paul Smith College, Johnson and Wales University

Possible Assessments through: Industry specified examinations (National Restaurant Association, American Hotel and Lodging Association, National Restaurant Association, National Retail Federation), scenarios, rubrics, portfolios, school based enterprise, co-operative and job shadow-learning experiences.

Youth Leadership: The leadership and teamwork competencies may be met through **SkillsUSA, FBLA, DECA, and FCCLA** co-curricular activities.

Required License: Trades and Industry-Hospitality

COMPETENCY SUMMARY
HOSPITALITY CLUSTER
CULINARY ARTS, LODGING AND TOURISM
(CIP: 52.1804)

This cluster includes one of these areas of concentration:

Culinary Arts (CIP: 200401)

Lodging (CIP: 52.0904)

Tourism (CIP:08.0901)

Program completion requires proficiency of 90% of the Core Competencies and the competencies of ONE area of concentration.
 (Culinary Arts, Lodging, Tourism)

Name: _____ School Year: _____

Technical School: _____

Career Work Experience

Location: _____ Time Spent: _____

Describe work experience: _____

PERCENTAGE OF COMPETENCIES MET

TOTAL EARNED AT RATING OF 3 OR MORE: _____

TOTAL POSSIBLE:

| | |
|-------------------------------------|----|
| CORE/CULINARY ARTS | 13 |
| CORE/LODGING LEVEL 1 | 10 |
| CORE/LODGING LEVEL 2* 12 | |
| CORE/LODGING LEVEL 1 AND 2 COMBINED | 15 |
| CORE/TOURISM | 13 |
| CORE/TOURISM/LODGING LEVEL1 | 16 |

*Requires previous 90% proficiency of Year 1 Competencies

FINAL PERCENTAGE _____

PERCENTAGE TABLE

| # of Competencies @ 3 or 4 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|--------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|------|------|-----|------|------|
| Culinary Arts | 8% | 15% | 23% | 31% | 38% | 46% | 54% | 62% | 69% | 77% | 85% | 92% | 100% | | | |
| Lodging Level I | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% | | | | | | |
| Lodging Level II | 8% | 17% | 25% | 33% | 42% | 50% | 58% | 67% | 75% | 83% | 92% | 100% | | | | |
| Lodging Level I/II | 6% | 13% | 20% | 27% | 33% | 40% | 47% | 53% | 60% | 67% | 73% | 80% | 87% | 93% | 100% | |
| Tourism | 8% | 15% | 23% | 31% | 38% | 46% | 54% | 62% | 69% | 77% | 85% | 92% | 100% | | | |
| Tourism/Lodging Level I | 7% | 13% | 19% | 25% | 31% | 38% | 44% | 50% | 56% | 63% | 69% | 75% | 81% | 88% | 94% | 100% |

OCCUPATIONAL SKILLS

The student demonstrates the specified level of competency using the following rating scale:

- 1: Not Yet Meeting the Standard.** Did not achieve competency as of this assessment.
- 2: Progressing.** Additional training needed. Requires close supervision.
- 3: Proficient** Achieved competency. Considerable skill. Can perform task with limited supervision.
- 4: Exemplary.** Excellent skills. Can perform task with no supervision

| OCCUPATIONAL SKILLS | | | |
|---|--------------------|-------------------|------------------|
| The student demonstrates the specified level of competency in occupational skills: | | | |
| 1 | 2 | 3 | 4 |
| Not Yet Meeting Standard | Progressing | Proficient | Exemplary |

Vermont Framework of Standards Vital Results Addressed: 1.3, 1.4, 1.5, 1.6aa, 1.8h,j,k, 1.10, 1.13, 1.15, 1.17, 1.18, 1.19, 2.1, 2.6, 2.7, 2.8, 2.9, 3.3, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 4.3, 4.5

Vermont Framework of Standards Fields of Knowledge Addressed: 5.13, 5.14, 5.15, 5.17, 5.18, 6.15, 7.2h; 7.6, 7.7, 7.9bbb, 7.10aa, bbb, 7.17, 7.18, 7.19

HOSPITALITY CLUSTER
CORE COMPETENCIES
(CIP: 52.1804)

| Students are expected to: | 1 | 2 | 3 | 4 |
|---|----------|----------|----------|----------|
| A. Exhibit Effective Communication Skills as an Employee | ÿÿÿÿ | | | |
| B. Demonstrate Employability and Career Development Skills | ÿÿÿÿ | | | |
| C. Use Computers, Telecommunications, and Other Tools Of Technology Research | ÿÿÿÿ | | | |
| D. Practice Methods to Insure a Safe and Healthy Work Environment | ÿÿÿÿ | | | |
| E. Demonstrate Appropriate Ethics in the Work Place | ÿÿÿÿ | | | |
| F. Demonstrate the Ability to Use Addition, Subtraction, Multiplication, And Division | ÿÿÿÿ | | | |
| G. Demonstrate Internal and External Customer Service Skills | ÿÿÿÿ | | | |

HOSPITALITY CLUSTER CORE COMPETENCIES (CIP: 52.1804)

SUGGESTED COMPETENCY ELEMENTS:

| | |
|-----------|--|
| A: | Communication Skills as an Employee |
|-----------|--|

Purpose: To be able to apply communication and listening skills related to the hospitality industry.

Student is expected to:

- | Demonstrate effective oral communication skills
- | Demonstrate effective written communication skills
- | Read hospitality materials with accuracy and comprehension (i.e. directions, memorandum, technical and professional documents)
- | Listen actively and respond to communications
- | Use verbal and nonverbal skills to communicate effectively
- | Practice acceptable social and business etiquette
- | Display courteous and helpful behavior with diverse populations, in providing hospitality services.
- | Use multi-media resources pertaining to the hospitality industry

| | |
|-----------|--|
| B: | Career Development and Employability Skills |
|-----------|--|

Purpose: To be able to enter the workforce and become a contributing member of the community.

Student is expected to:

- | Demonstrate the ability to collect information, explore, and make personal decisions about careers
- | Prepare a resume and cover letter with proper grammar and format
- | Correctly fill out a job application.
- | Demonstrate effective job interviewing skills
- | Understand wages, benefits, and deductions
- | Demonstrate job specific entry-level skills (may include intermediate and advanced skills when applicable) to enter the hospitality field and/or pursue post-secondary training; meet employers' standards
- | Meet uniform, personal hygiene, appearance, and behavior codes set by management
- | Demonstrate an understanding of the importance of being reliable and productive on the job i.e. following instructions, attendance, time management)
- | Demonstrate teamwork, respect, and tolerance in the hospitality industry
- | Demonstrate a positive attitude in the workplace, and the acceptance of constructive criticism
- | Demonstrate problem solving and conflict resolution abilities.
- | Demonstrate awareness of benefits of membership in professional industry organizations.
- | Develop a career portfolio (may include letters of reference, samples of work, and awards)

| | |
|-----------|--|
| C: | Computers, Telecommunications, and Other Tools of Technology Research |
|-----------|--|

Purpose: To gather knowledge, information, and ideas, and to represent these accurately and appropriately (i.e. brochures, pamphlets, menus)

Student is expected to:

- | Use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately (i.e. brochures, pamphlets, menus) for the hospitality industry
- | Identify emerging technologies/trends in the field
- | Demonstrate the ability to use online resources regarding the foodservice, lodging, travel, tourism and recreation industry

D: Safe And Healthy Work Environment

Purpose: To protect the health and welfare of co-workers and consumers.

Student is expected to:

- | Follow safety and sanitation procedures as required in the Hospitality Industry
- | Demonstrate awareness of and compliance with hospitality regulatory agency requirements
- | Demonstrate ability to identify and handle emergency situations

E: Appropriate Ethics in the Work Place

Purpose: To understand appropriate workplace ethics, including communication, finances, government and business.

Student is expected to:

- | Demonstrate hospitality industry ethics (i.e. communication, records management, financial responsibility)
- | Demonstrate an understanding of the relationship between government and business

F: Addition, Subtraction, Multiplication, and Division

Purpose: Perform mathematical operations necessary in the hospitality field.

Student is expected to:

- | Demonstrate addition, subtraction, multiplication, and division which are applied to hospitality industry concepts and procedures such as purchasing, recipe calculations, forecasting, cost control and pricing

G: Internal and External Customer Service Skills

Purpose: Apply interpersonal skills to develop good customer relationships involving providing service

Student is expected to:

- | Assess and respond to customer needs
- | Educate customer in products, services, prices, and options; solicit supervisor or co-worker support and advice, when necessary, to meet customer needs.
- | Develop a plan to provide ongoing customer support, including dissatisfaction resolution
- | Develop and implement strategy for selling products or services, including price strategy, targeting customers, and dissatisfaction resolution
- | Demonstrate how to contribute to a positive workflow and communication between the kitchen and the dining room/service area.
- | Verbally describe menu items selected prepared menu items in terms appropriate to the customer.
- | Describe the components of quality guest service and customer relations.
- | Respond appropriately to guest feedback including customer dissatisfaction.

The student demonstrates the specified level of competency in occupational skills:

| | | | |
|---------------------------------|--------------------|-------------------|------------------|
| 1 | 2 | 3 | 4 |
| Not Yet Meeting Standard | Progressing | Proficient | Exemplary |

CULINARY ARTS CONCENTRATION AREA (CIP: 200401)

VT Framework: As noted under Core Competencies plus:

1.10, 1.16, 1.22, 2.2, 2.4, 2.13, 5.23, 5.29, 6.6, 7.1, 7.4, 7.6, 7.7, 7.12, 7.14, 7.17, 7.18

| Students are expected to: | 1 2 3 4 |
|--|----------------|
| A. Exhibit Effective Communication Skills as an Employee | ÿÿÿÿ |
| B. Demonstrate Employability and Career Development Skills | ÿÿÿÿ |
| C. Use Computers, Telecommunications, and Other Tools Of Technology Research | ÿÿÿÿ |
| D. Practice Methods to Insure a Safe and Healthy Work Environment | ÿÿÿÿ |
| E. Demonstrate Appropriate Ethics in the Work Place | ÿÿÿÿ |
| F. Demonstrate the Ability to Use Addition, Subtraction, Multiplication, And Division | ÿÿÿÿ |
| G. Demonstrate Internal and External Customer Service Skills | ÿÿÿÿ |
| H. Demonstrate Knowledge of the Professional Food Service Industry | ÿÿÿÿ |
| I. Apply Safety and Sanitation Techniques | ÿÿÿÿ |
| J. Demonstrate Basic Food Preparation Skills | ÿÿÿÿ |
| K. Demonstrate Bakery Production Skills | ÿÿÿÿ |
| L. Apply Food Service Math Skills Related To Culinary Arts | ÿÿÿÿ |
| M. Apply Basic Principles of Nutrition | ÿÿÿÿ |

**HOSPITALITY CLUSTER
CULINARY ARTS CONCENTRATION AREA
(CIP: 200401)**

SUGGESTED COMPETENCY ELEMENTS:

H: Knowledge of the Professional Foodservice Industry

Purpose: To develop a general understanding of the foodservice industry, including history, organizational structure, potential career paths and industry information sources.

Student demonstrates knowledge of:

- | Food service related career opportunities and the organizational structure of various
- | Types of foodservice operations.
- | The professional foodservice industry traditions, history and current trends.
- | Major cuisines and their regional and geographic influences
- | Commonly used culinary terminology.
- | The use of information gathering resources related to the food service industry
- | Professional organizations within the foodservice Industry.

I: Sanitation and Safety

Purpose: Protect the health of consumers and employees by ensuring the safety of foods and preventing accidents and injuries.

Student demonstrates knowledge of:

- | The general concepts within the HACCP system of food safety.
- | Conditions that encourage growth of microorganisms as they relate to food spoilage and food borne illnesses.
- | Symptoms of common food borne illnesses.
- | Critical control points.
- | Appropriate personal hygiene.
- | The proper use and storage of chemicals used for cleaning and sanitizing
- | Material Safety Data Sheets (MSDS)
- | Proper methods of waste disposal and recycling.
- | Procedures and precautions to prevent accidents and injuries.
- | The function, safe use, and care of food service equipment, tools, and knives.
- | Fire safety in the kitchen
- | Basic first aid procedures for injuries common in the food service industry including
- | Handling bodily fluids.

J: Basic Food Preparation

Purpose: Demonstrate knowledge and skill in basic cooking and baking methods, including the use of knives, kitchen tools, equipment, food product and standardized recipes.

Student is expected to:

- | Identify and demonstrate proper use and care of knives, tools, and equipment.
- | Demonstrate precision knife cutting skills (e.g., julienne, batonette, brunoise, etc.).
- | Demonstrate a basic knowledge of food products, their characteristics, and ways that they are affected by cooking
- | Identify, properly handle and store food products, including selected meat, fish, shellfish, poultry, dairy products, eggs, grain products, fruits, vegetables, and starches.
- | Demonstrate how to read, write and execute a standard recipe.
- | Demonstrate proper mise en place and organizational skills according to recipe needs.
- | Demonstrate proper dry, moist, and combination cooking methods to include searing/pan broiling, poaching, steaming, broiling, grilling, sautéing, frying, stir frying, deep frying, braising, stewing and blanching.

Identify and properly use common herbs, spices, oils, vinegars and other flavoring ingredients.

Prepare selected stocks and soups

Prepare all five basic sauces and a variety of smaller sauces

Prepare a variety of meats, fish, poultry, and shellfish using a variety of cooking methods

Prepare a variety of typical breakfast foods including cheese and dairy.

Demonstrate the use of portion control in preparation, plating and service.

Prepare selected salads and salad dressings.

Prepare selected hot and cold sandwiches.

Demonstrate efficient food product utilization

K: Baking and Pastry Production

Purpose: Demonstrate knowledge and skill in basic baking and pastry production including knowledge of ingredients, methods, tools, equipment, and have the ability to execute standardized baking formulas.

Student is expected to:

Demonstrate a basic knowledge of baking ingredients including types of ingredients and their characteristics

Demonstrate an understanding of the functions of common bakery ingredients.

Demonstrate an understanding of basic mixing methods for doughs and batters (Straight dough, Creaming, Blending, Sponge, Rub-in or Cut-in)

Demonstrate the ability to follow instructions on a standardized bakery formula.

Demonstrate a working knowledge of key bakery terms.

Demonstrate consistent and accurate use of weights and measures

Prepare a variety of baked products to include:

- Yeast Products and Breads
- Quick Breads
- Cakes and Icings
- Cookies
- Pies and tarts (crusts and fillings)
- Custards and Creams

L: Food Service Math Skills

Purpose: Perform mathematical functions to adjust and execute recipes.

Student is expected to:

Perform basic math functions (add, subtract, multiply, divide) using whole numbers and weight measures

Understand the relationship between fractions, decimals, percentages, and whole numbers

Perform basic math functions (add, subtract, multiply, divide) using fractions, decimals, and percentages

Demonstrate accurate use of standard weights and measures.

Adjust measurements of standard recipes to increase or decrease the amount as needed.

Demonstrate correct use of professional kitchen measure (scales, volume measures, portion scoop, can sizes)

Demonstrate a basic understanding of food costing. (ingredient cost, unit cost, cost per recipe, and cost per serving)

Demonstrate the correct use of a simple cash register and accurately making change

M: Nutrition

Purpose: Apply principles of nutrition to menu planning and food preparation methods.

Student is expected to:

Identify the basic nutrients in food.

Modify recipes to achieve nutritional goals.

Calculate the basic nutritional value of a recipe or menu item using

Available resources.

Handle and prepare food product for maximum retention of nutrients.

| OCCUPATIONAL SKILLS | | | |
|--|-------------|------------|-----------|
| The student demonstrates the specified level of competency in occupational skills: | | | |
| 1 | 2 | 3 | 4 |
| Not Yet Meeting Standard | Progressing | Proficient | Exemplary |

LODGING CONCENTRATION AREA

VT Framework: As noted under Core Competencies plus:

1.20, 1.21, 2.10, 2.14, 6.5, 6.6, 7.6, 7.7, 7.10

(CIP: 52.0904)

Students are expected to :

| | 1 | 2 | 3 | 4 |
|---|------|---|---|---|
| A. Exhibit Effective Communication Skills as an Employee | ÿÿÿÿ | | | |
| B. Demonstrate Employability and Career Development Skills | ÿÿÿÿ | | | |
| C. Use Computers, Telecommunications, and Other Tools Of Technology Research | ÿÿÿÿ | | | |
| D. Practice Methods to Insure a Safe and Healthy Work Environment | ÿÿÿÿ | | | |
| E. Demonstrate Appropriate Ethics in the Work Place | ÿÿÿÿ | | | |
| F. Demonstrate the Ability to Use Addition, Subtraction, Multiplication, And Division | ÿÿÿÿ | | | |
| G. Demonstrate Internal and External Customer Service Skills | ÿÿÿÿ | | | |

Level 1

| | | | | |
|--|------|--|--|--|
| H. Demonstrate an Understanding of the History, Organization and Structure of the Lodging Industry | ÿÿÿÿ | | | |
| I. Demonstrate an Understanding of the Guest Cycle and Operational Procedures | ÿÿÿÿ | | | |

| | | | | |
|---|------|--|--|--|
| J. Demonstrate Proper Housekeeping Procedures | ÿÿÿÿ | | | |
|---|------|--|--|--|

Level II

| | | | | |
|--|------|--|--|--|
| K. Demonstrate an Understanding of Leadership and Management | ÿÿÿÿ | | | |
| L. Understand the Relationship between Marketing and Sales | ÿÿÿÿ | | | |
| M. Awareness of the Importance of a Marketing Plan | ÿÿÿÿ | | | |
| N. Demonstrate Knowledge of Sales of Banquets, Meeting Rooms, And Of Food And Beverage | ÿÿÿÿ | | | |
| O. Food and Beverage Service | ÿÿÿÿ | | | |

HOSPITALITY CLUSTER
LODGING CONCENTRATION AREA
(CIP: 52.0904)

SUGGESTED COMPETENCY ELEMENTS:

Level I

H. History, Organization and Structure of the Lodging Industry

Purpose: To be able to describe the history and types of properties of the lodging industry.

Student is expected to:

- | Understand the history of lodging and important hoteliers
- | List types of hotels
- | Explain service levels and strategies
- | Explain service as a product
- | Explain ownership and affiliation
- | Describe property organization
- | Describe hotel divisions and departments
- | Describe positions in the front and back of the house

I. Guest Cycle and Operational Procedures

Purpose: To understand the steps and procedures involved within the guest cycle.

Student is expected to:

- | Demonstrate an understanding of the stages of the guest cycle
- | Describe various methods of communications within a lodging facility
- | Develop service strategies and perform service delivery
- | Understand and perform concierge services
- | Demonstrate how to handle guest complaints
- | List types of reservations and sources (including global distribution and central reservation systems)
- | Describe the steps and procedures involved in guest registration
- | Explain check out and settlement of accounts
- | Describe the steps and functions of the night audit

J. Housekeeping Procedures

Purpose: Describe the functions of the housekeeping department including planning, laundry, carpet care, and housekeeping safety.

Student is expected to:

- | Describe the function, duties, and structure of the housekeeping department
- | Explain the importance of planning and necessary reports within the housekeeping department
- | Discuss methods of staffing and scheduling
- | Describe inventory control strategies within the housekeeping department and
- | Explain the procedures for guest room and common rooms cleaning, and inspection of these areas
- | Demonstrate knowledge of laundry management to include fabric types, laundry cycle, chemicals, and equipment
- | Describe carpet care and maintenance
- | Discuss the procedures involved in housekeeping safety and security, including OSHA guidelines

Level II

K. Leadership and Management

Purpose: Understand and describe management styles, quality service, communication skills, proper presentations skills, and the importance of teams and their development.

Student is expected to:

- | List and describe management styles
- | Define power and empowerment and related terms
- | Describe and give examples of quality service (including moment of truth)
- | Explain the importance of understanding diversity
- | Discuss the structure of communication skills necessary within a lodging facility
- | Describe the procedures for giving presentation and reports regarding lodging
- | Define and explain the importance of teams within a lodging establishment, stages of team development, and roles of team members

L. Marketing And Sales

sales, know the four Ps of marketing, define marketing sales office in a lodging facility.

Purpose: Be able to compare and contrast marketing and segments, and explain the function of the

Student is expected to:

- | Compare and contrast marketing and sales
- | Describe and define product, price, place, and promotion
- | List and define lodging market segments
- | Explain the function of the sales office and related positions
- | Compare and contrast filing systems

M. The Marketing Plan

Purpose: Explain the importance of a marketing plan and describe its contents.

Student is expected to:

- | Describe the importance and function of a marketing plan and team
- | List and explain the steps to a marketing plan
- | Explain the procedure and value of a marketing audit
- | Describe target market categories and their selection
- | Explain the importance of positioning a lodging property
- | Define marketing objectives, development and implementation of action plans, and the importance and methods of budgeting
- | Describe how to monitor and evaluate the marketing plan

N. Sales of Banquets, Meeting Rooms, And Of Food and Beverage

Purpose: Demonstrate knowledge of the hotel sales department and describe types of banquet and food and beverage sales.

Student is expected to:

- | Describe the function of the banquet department
- | Give examples of banquet promotions and developing leads
- | Describe types of food and beverage sales including receptions and refreshment breaks
- | Describe meeting room sales, bookings, set ups, and management
- | Define relationship selling

- ⋮ Explain upgrading, suggestive selling, and cross-selling
- ⋮ Describe departmental selling
- ⋮ Describe telephone sales, including outgoing and incoming calls, and operations

| | |
|-----------|----------------------------------|
| O. | Food and Beverage Service |
|-----------|----------------------------------|

| | |
|--|--|
| | Purpose: Demonstrate an understanding of food and beverage service appropriate for lodging managers. |
|--|--|

Student is expected to:

- ⋮ Describe the composition of the foodservice industry
- ⋮ Describe the history and role of the food and beverage division and its departments
- ⋮ List the positions and duties involved in foodservice
- ⋮ Explain the importance of sanitation in foodservice
- ⋮ Describe menu styles, schedules, types, planning, design, and pricing
- ⋮ Dining service staff, styles and procedures
- ⋮ Explain responsible beverage service
- ⋮ Describe the marketing perspective and delivering of service in casual theme restaurants
- ⋮ Describe booking, planning, setting up, and delivering service for banquets and catered events
- ⋮ Explain planning, delivering and evaluating room service

| OCCUPATIONAL SKILLS | | | |
|---|--------------------|-------------------|------------------|
| The student demonstrates the specified level of competency in occupational skills: | | | |
| 1 | 2 | 3 | 4 |
| Not Yet Meeting Standard | Progressing | Proficient | Exemplary |

TOURISM CONCENTRATION AREA

**VT Framework: As noted under Core Competencies plus:
1.20, 1.21, 2.10, 2.14, 5.2, 5.3, 6.5, 6.6, 6.7, 6.13, 7.12
(CIP: 08.0901)**

| Students are expected to: | 1 | 2 | 3 | 4 |
|--|----------|----------|----------|----------|
| A. Exhibit Effective Communication Skills as an Employee | ÿÿÿÿ | | | |
| B. Demonstrate Employability and Career Development Skills | ÿÿÿÿ | | | |
| C. Use Computers, Telecommunications, and other Tools of Technology Research | ÿÿÿÿ | | | |
| D. Practice Methods to Insure a Safe and Healthy Work Environment | ÿÿÿÿ | | | |
| E. Demonstrate Appropriate Ethics in the Work Place | ÿÿÿÿ | | | |
| F. Demonstrate the Ability to Use Addition, Subtraction, Multiplication, and Division | ÿÿÿÿ | | | |
| G. Demonstrate Internal and External Customer Service Skills | ÿÿÿÿ | | | |
| H. Demonstrate Knowledge of the Different Tourism Segments and Careers Associated with each Segment. | ÿÿÿÿ | | | |
| I. Discuss the Relationship between Economics and the impact of Tourism | ÿÿÿÿ | | | |
| J. Understand the Elements of Marketing Tourism | ÿÿÿÿ | | | |
| K. Demonstrate Knowledge of Geography Associated with Tourism | ÿÿÿÿ | | | |
| L. Demonstrate Skills in Planning Travel | ÿÿÿÿ | | | |
| M. Demonstrate Knowledge of Travel Operations | ÿÿÿÿ | | | |

HOSPITALITY CLUSTER
TOURISM CONCENTRATION AREA
(CIP: 08.0901)

SUGGESTED COMPETENCY ELEMENTS:

J. Tourism Segments and Careers

Purpose: Demonstrate an understanding of different careers available within various segments of the tourism industry.

Student is expected to:

- | Discuss and evaluate why people travel and how travel products are purchased
- | Analyze segments of travel and tourism and corresponding career options
- | Realize personal skills and abilities that will lead to a successful career in the travel industry
- | Develop an in-depth understanding of various travel/tourism segments (www.tia.org)

K. The Relationship between Economics and the impact of Tourism

Purpose: Explain the impact of economics on various areas of tourism.

Student is expected to:

- | Define sustainable tourism.
- | Identify the different areas impacted by tourism.

L. The Elements of Marketing Tourism

Purpose: Explain the importance of marketing and how to implement it in the field of tourism.

Student is expected to:

- | Identify the internal and external influences of the marketing environment.
- | Describe business and pleasure travel.
- | Explain different motives for travel.
- | Identify the methods used for segmenting tourism markets.
- | Identify pricing strategies used in the tourism industry.
- | Define channels of distribution and types of selling in tourism.
- | Identify strategies used for promoting and advertising tourism.

M. Geography Associated with Tourism

Purpose: Identify areas within the United States and the world that are important to know within the area of tourism.

Student is expected to:

- | Identify oceans, navigational and location lines and divisions of the earth
- | Demonstrate knowledge of geography of New England, Middle Atlantic States, Southern United States, Mid West and Plains States, and Pacific and Mountain States.
- | Demonstrate knowledge of geography of Canada and the Territories
- | Demonstrate knowledge of geography of Mexico, the Caribbean, Bermuda, and Central America
- | Demonstrate knowledge of geography of South America
- | Demonstrate knowledge of geography of Europe

N. Skills in Planning Travel

Purpose: Determine the needs of customers, identify flight patterns and types of trips and tours, and demonstrate how to make a flight reservation.

Student is expected to:

- | Determine your client's wants and needs
- | Identify various flight patterns and types of trips
- | Illustrate time comparisons and elapsed flying time
- | Demonstrate procedures used in making a flight reservation
- | Describe different types of tours
- | Identify the classifications of destinations.

O. Knowledge of Travel Operations

Purpose: Be able to list, describe, compare and contrast the different modes of travel within the tourism industry.

Student is expected to:

- | Describe the relationship between a travel agency and an airline and how a travel agency earns money
- | Explain the importance of transportation providers and identify them.
- | Summarize various areas of airports, available services, arrival and departure procedures
- | Explain rental car class and size groupings, rate plans and extra charges
- | Discuss advantages and disadvantages of traveling by rail (www.eurail.com) (www.britrail.com) (www.viarail.com)
- | Discuss the impact of the cruise industry.